



USAID/Education for Marginalized Children in Kenya (EMACK)

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ACRONYMS

AIR	AMERICAN INSTITUTES FOR RESEARCH
AKF	AGA KHAN FOUNDATION
ANPPCAN	AFRICAN NETWORK FOR THE PREVENTION AND PROTECTION AGAINST CHILD ABUSE AND NEGLECT
APDK	ASSOCIATION FOR THE PHYSICALLY DISABLED OF KENYA
ASAL	ARID AND SEMI-ARID LANDS
CARE	COOPERATIVE AMERICAN RELIEF AGENCY
CBO	COMMUNITY BASED ORGANIZATION
CDF	CONSTITUENCY DEVELOPMENT FUND
CEMIRIDE	CENTER FOR MINORITY RIGHTS AND DEVELOPMENT
COP	CHIEF OF PARTY
COPDEC	COALITION FOR THE PROMOTION AND DEVELOPMENT OF THE CHILD IN THE COAST REGION
CP	COAST PROVINCE
CRP	COMMUNITY RESOURCE PERSON
CRSP	COASTAL RURAL SUPPORT PROGRAM
CSO	CIVIL SOCIETY ORGANIZATION
C-T-C	CHILD TO CHILD
DEB	DISTRICT EDUCATION BOARD
DEO	DISTRICT EDUCATION OFFICER
DO	DISTRICT OFFICER
Dfid	DEPARTMENT FOR INTERNATIONAL DEVELOPMENT (BRITISH)
DICECE	DISTRICT CENTER FOR EARLY CHILDHOOD EDUCATION
EARS	EDUCATION ASSESSMENT RESOURCE SERVICES
ECD	EARLY CHILDHOOD DEVELOPMENT
EFA	EDUCATION FOR ALL
EMACK	EDUCATION FOR MARGINALIZED CHILDREN IN KENYA
EQUIP 1	EDUCATION QUALITY IMPROVEMENT PROGRAM AWARD 1 CONSORTIUM
EYC	ELIMU YETU COALITION
FGM	FEMALE GENITAL MUTILATION
FPE	FREE PRIMARY EDUCATION
GOK	GOVERNMENT OF KENYA
GUSM	GROWING UP AND SEXUAL MATURATION
HIV/AIDS	HUMAN / ACQUIRED IMMUNO-DEFICIENCY SYNDROME
INSET	IN-SERVICE TEACHER
KCDF	KENYA COMMUNITY DEVELOPMENT TRUST FUND
IOBC	INDIAN OCEAN BEACH CLUB
KCPE	KENYA CERTIFICATE OF PRIMARY EDUCATION
KENSIP	KENYA SCHOOL IMPROVEMENT PROJECT
KESSP	KENYA EDUCATION SECTOR SUPPORT PROGRAMME
KPF	KENYA PASTORALIST FORUM
KPW	KENYA PASTORALIST WEEK
KRT	KEY RESOURCE TEACHER
KTN	KENYA TELEVISION NETWORK
MCI	MTONGWE COMMUNITY INITIATIVE
MOE	MINISTRY OF EDUCATION
MOH	MINISTRY OF HEALTH
MRC	MADRASA RESOURCE CENTER

MTC	MOTHER TO CHILD
MTE	MID-TERM EVALUATION
NEP	NORTH EASTERN PROVINCE
NGO	NON-GOVERNMENTAL ORGANIZATION
NOHA	NOMADIC HERITAGE AID
NTV	NATION TELEVISION NETWORK
OESI	OVER-ENROLLED SCHOOLS INITIATIVE
OVC	ORPHANS AND VULNERABLE CHILDREN
PC	PROVINCIAL COMMISSIONER
PCO	PROVINCIAL CHILDREN OFFICER
PDE	PROVINCIAL DIRECTOR OF EDUCATION
PDO	PASTORALIST DEVELOPMENT ORGANIZATION
PGI	PASTORALIST GIRLS INITIATIVE
PMP	PROJECT MONITORING PLAN
SDP	SCHOOL DEVELOPMENT PLAN
SEP	SCHOOL EMPOWERMENT PROGRAM
SFP	SCHOOL FEEDING PROGRAM
SMC	SCHOOL MANAGEMENT COMMITTEE
SNE	SPECIAL NEEDS EDUCATION
SWAP	SECTOR WIDE APPROACH
SWOT	STRENGTHS, WEAKNESSES, OPPORTUNITIES & THREATS
TAC	TEACHER ADVISORY CENTER
TARNET	TACLINTA RERGŪraHa NETWORK
TICOBao	TIWI COMMUNITY BASED ORGANIZATION
TOT	TRAINING OF TRAINERS
TSC	TEACHERS SERVICE COMMISSION
UNICEF	UNITED NATIONS CHILDREN'S EDUCATION FUND
UPE	UNIVERSAL PRIMARY EDUCATION
USAID	UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT
WCK	WOMEN CONCERN KENYA
WFP	WORLD FOOD PROGRAMME
WOKIKE	WOMANKIND KENYA

PREAMBLE

Grantee: American Institutes for Research

Associate Award No. 623-A-00-04-00014-00 under EQUIP 1 Leader Award No. GDG-A-00-03-00006-00

Project Period: May 3, 2004-May 2, 2006

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I. EXECUTIVE SUMMARY

During this quarter, EMACK built upon its strengths and is moving forward to carry out the activities of the next quarter with greater efficiency and continued success.

Having succeeded in surpassing most of its Final Targets by the end of Year One, EMACK continues to move steadily beyond the achievements of the last quarter to secure even greater improvements in the quality of education for marginalized children in Kenya. Through the support of USAID, EMACK has reached 99,990 children in 570 schools and has trained a total of 2,251 teachers. School enrollment in the targeted marginalized areas of the North Eastern Province has increased by 56% from pre-EMACK intervention levels while the corresponding enrolment for the Coast is 7%. (See Annex 5)

Collaboration between the Ministry of Education (MoE) and EMACK on the implementation of the Kenya Education Sector Support Programme (KESSP) continues to grow stronger. EMACK has supported the dissemination of KESSP's key objectives and strategies to key stakeholders in the North Eastern and Coast provinces. Joint initiatives have also been launched: a): School empowerment programme/whole school strategy with the aim of harmonizing the approaches adopted by MoE and EMACK; b): the development of Education Management Information Systems (EMIS) in EMACK's targeted districts; c): the development and countrywide dissemination of popular versions of the KESSP document in English and Kiswahili and d): exposure tour to Nigeria to learn from its long experience in developing/designing sound policies and programmes on pastoralist

education. Collaboration on improving teachers' classroom practice through the Over-Enrolled Schools Initiative continues.

On the ground, small grants and school feeding are having a visible impact on enrolments. In the Coast Province, seventy-two grants have so far been issued to 65 schools that have built or renovated classrooms, toilets and playgrounds. Classroom furniture, playground equipment and water have been provided. These improved learning facilities now mean that in the Coast, a total of 12,291 children (6,100 boys and 6,191 girls) are enjoying a better learning environment. Likewise in NEP, 12 grants to 6 schools were issued benefiting a total of 1,422 children (908 boys and 514 girls). The health checks and school feeding programmes that have been initiated now benefit 5,174 children (2,483 boys, 2,691 girls.) A school meal may be the only meal some children ever have, thus making a difference between inclusion and exclusion and ultimately between life and death.

School Management Committees (SMC) trainings have enabled members to participate more effectively in planning and developing their schools, particularly in the decision-making process. So far, 325 committees representing 325 schools have been trained and the 1122 trained members now participate in establishing the development priorities of schools, fund raising and allocating resources to these priorities and regularly reviewing the progress made by schools towards the achievement of agreed objectives. The effectiveness and relevance of most SMCs in the country, including in EMACK districts, is mainly constrained by a lack of access to critical information related to key government policies and plans that would enable them to locate and operationalize their work within the KESSP context. KESSP articulates how all public education activities will be implemented and funded. EMACK's future work with SMCs will concentrate on enhancing their access to such information and strengthening their local advocacy capacity to lay claim to their legitimate entitlements.

EMACK has organized and conducted teacher training in child-centred/active learning methodologies, transition and on how to work with children with special needs in school. A total of 2251 teachers have been trained so far. Follow-up has indicated that thanks to the training, teachers are more confident in their work. The impact of this confidence is now being monitored. Teachers from five primary schools in Mombasa District reported a dramatic improvement in their attitudes and in parents' involvement in the schools. They have tried out such innovative strategies as the mini-shift system, grouping pupils, and modified routines that significantly improve the quality of teaching and learning. This initiative has motivated teachers, school heads and parents who are now working together to improve the quality of education. Pupils are excited and look forward to going to school. The Ministry of Education officials has sent teams from Nairobi to observe this local initiative and applaud it. EMACK needs to verify teachers' claims on their changed attitudes and improved classroom practice by directly interviewing children. Future observation checklists and methods will provide protocols for interviewing children.

Small gains are being made in addressing the education of orphans and other vulnerable children (OVCs). Teachers and SMCs have been trained to identify children with disabilities, to make referrals and to support their education while in class. Following EMACK's intervention, the District Education Officer (DEO) – Garissa has posted two teachers to Garissa Special School effectively reviving an otherwise moribund school.

Consonant with the framework and national strategy to address the needs of OVCs, efforts are now being made to link their education to formal structures both at the MoE and the Office of the Vice President (Children's Department). USAID's education office in Nairobi has also indicated support for a credible initiative arising from these efforts.

Poor teacher supervision and management coupled with poor terms and conditions of service may undermine EMACK's efforts to strengthen capacity. EMACK will work closely with COPDEC and TARNET through a well-planned advocacy strategy to influence the MoE to reduce class sizes generally and to increase funding for school programmes in the ASAL districts. This could release resources necessary for creating a learning environment that is conducive for children and teachers.

The success of the early childhood development (ECD) initiative particularly in the NEP has prompted the MoE through the DEO's office to change the status of 6 ECD centres, which will now run lower primary classes, Grades 1 – 4. The Teachers Service Commission will post paid government teachers and MoE will provide capitation and development grants. With 16,629 children enrolled in EMACK-funded ECD programmes, the major obstacle to increasing enrolments is the cost-sharing policy. Parents still have to meet teachers' salaries and contribute cash, labor and materials for developing ECD facilities. ECD programmes remain under-funded and poorly coordinated; EMACK will share widely its documented experience in developing ECD in marginalized districts of Kenya. EMACK also needs to engage more strategically in the ongoing ECD reform process with COPDEC and TARNET to increase its influence on behalf of poor, marginalized children.

TARNET and COPDEC as education advocacy initiatives have been instrumental in highlighting the plight of marginalized children through workshops, open days and campaigns. TARNET played a key role in organizing the Kenya Pastoralist Week in which pastoralist communities lobbied the government to prioritize their education, fund it accordingly, recruit and deploy sufficient numbers of teachers and address serious problems in the delivery of the curriculum. EMACK will continue to strengthen these advocacy networks so that they can engage meaningfully in the policy formulation processes for ECD and primary education.

COPDEC's efforts created the Coast Children's Council which has been mandated to champion children's rights while at the same time helping to strengthen their own institutions locally, (students' councils) and at the district and national levels. EMACK will strive to ensure that children increase their participation in school governance, development and management, particularly on matters that directly affect them. Further capacity building will focus on students' school councils.

EMACK accomplished a great deal this quarter although the Holy Month of Ramadan, the political turmoil of the referendum on the new draft of the constitution, and the severe food crisis caused by the drought slowed the pace of project implementation. The drought and the famine that followed it had perhaps the most devastating consequences. Education programmes, especially mobile schools, were disrupted as entire settlements migrated in search of water and pastureland. Regular schools were also affected as many children did

not come to school. Twenty-eight people have perished in North Eastern Province (NEP) as a direct consequence of the prevailing famine. According to a NOHA report, 8 school children died of malnutrition-related complications. Most recent reports indicate that in various parts of NEP, more than 17 schools have failed to reopen leaving nearly 2000 children out of school. The famine reverses gains made by EMACK.

Planned activities were disrupted because of the national situation and by the management difficulties encountered by KENSIP. EMACK is now working with local government authorities and USAID/Kenya to ensure that all the schools in the operational districts have access to food and water for the children. On KENSIP, senior managers at AKF and AKES headquarters are recruiting a new director to get the project back on track.

EMACK Cumulative Summary of progress to 31st December 2005

EMACK Project achievement against Intermediate Results (IR)		
Performance Indicator	Cumulative progress July 2004-Dec 2005	Final Target (end of Yr. 2-April 2006)
SUB IR 1A: Increased community member and district official involvement in pre-schools/primary schools	89 Government officials involved with 6909 community members during parent education as well as formulation of ECD Development plans and discussion on implementation of plans.	30 District Officials meet with 280 parents and leaders during coordination networking meetings
	95 sessions for 6183 participants (2857 males and 3326 females)	44 sessions (1200 participants) of parent education workshops/ sensitization sessions/meetings conducted
	35 school development plans completed and implementation in progress. 2396 community members - 1281 males and 1125 females involved. Continued community development plan implementation.	20 ECD Centre Development Plans implemented
	2 networks: COPDEC in Coast Province and TARNET in North Eastern Province Established and operational. Major events include children involvement and participation in the pastoralist week. Total participation by adults: 186 and 86 children	One network of district officials and NGO's meeting three times a year
SUB IR 1B: Strengthen school management committees	325 SMCs trained (1122 members: 641 males and 481 females) 84 SMCs surveyed exhibited improvement in at least one functionality area/achievement of at least one element in their school development plan (improved record keeping, provision of ECD teacher salaries	60 SMCs exhibit improvement in at least one area identified in SMC functionality assessment checklist/ achievement of at least one element in action plans/school development plans
	72 SMCs developed approved plans and budgets for which small grants were awarded.	25 SMCs develop approved plans and budgets for small grant awards.
	40 grants with on-going implementation and 32 grants completed and grant objectives achieved.	20 grants completed in prescribed time- frame with grant objectives achieved
SUB IR 2A: Increased number of pre-school/lower primary teachers adopting practices to promote child-centered teaching methodologies.	1283 teachers (312 males and 971 females) trained from 517 pre-schools, 133 primary schools and 37 Islamic religious schools.	300 teachers, 60 pre-schools, 19 primary schools and 60 Islamic religious schools trained
	226 teachers (52 male and 174 female) surveyed from 70 pre-schools and 15 primary schools utilizing child-centered approaches.	67% of those trained (200 teachers) utilizing at least one child- centered approach in each observed lesson
SUB IR 2B: Increased number of pre-school and lower primary teachers adopting strategies to better address issues of transition from pre-school to primary school.	395 teachers (166 males and 229 females) from 59 pre-schools and 100 primary schools.	420 teachers from 65 and 180 primary schools trained on transition strategies.
	68 teachers (17 males and 51 females) of the 13 ECD and 22 primary schools utilizing skills on transition strategies	65% of those trained (275 teachers) utilizing at least one transition strategy as outlined in their training action plans/follow-up activities

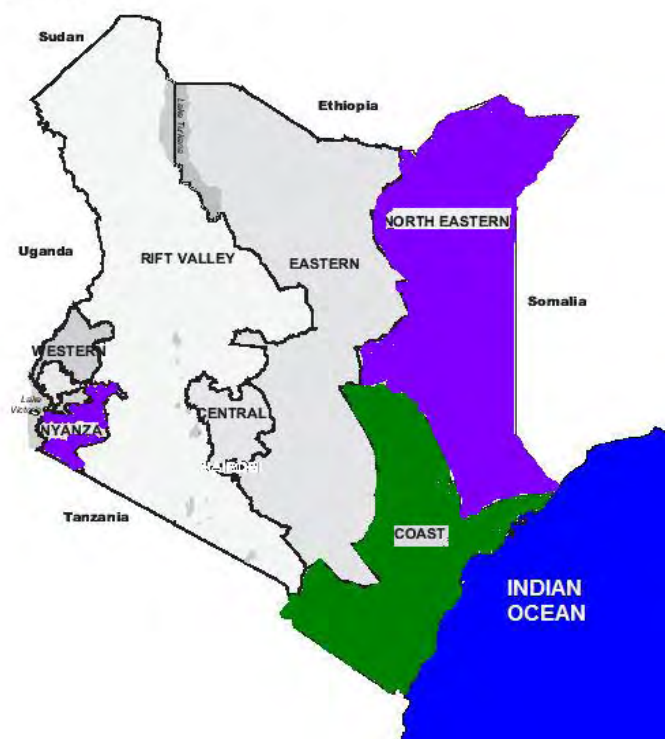
SUB IR 2C: Increased number of pre-school and lower primary teachers adopting strategies to better address issues related to vulnerable children.	573 teachers (237 males and 336 females) from 20 special schools, 78 pre-schools and 186 primary schools trained.	300 teachers from 55 pre-schools and 19 primary schools trained on issues of vulnerable children.
	102 teachers (50 males and 52 females) implement at least one strategy for addressing issues of vulnerable children as outlined in their training action plans/follow-up activities	67% of those trained (200 teachers) implement at least one strategy for addressing issues of vulnerable children as outlined in their training action plans/follow-up activities.
	5174 children (2483 boys and 2691 girls) participated in health interventions and feeding programs.	200 children participating in health interventions.

III. PROJECT SUMMARY

The Education for Marginalized Children in Kenya (EMACK) project is implemented by Aga Khan Foundation (AKF) and the American Institutes for Research (AIR) with support from the United States Agency for International Development (USAID) through the Education Quality Improvement Program Award 1 consortium (EQUIP 1).

EMACK is a holistic project aimed at improving education opportunities for marginalized populations in Kenya. The project seeks to improve access and retention rates for children historically underserved by the education system by focusing on a number of key strategies. These include increased community and parental participation in all aspects of school life (not only cost sharing); improved coordination and dialogue to inform the national education plan; and integration of ECD programming with lower primary schooling in a way characterized by active, enjoyable learning, improved literacy and

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numeracy skills, and attention to health and nutrition plus HIV/AIDS.

The project is active in the Coast (CP) and North Eastern Provinces (NEP), where activities have been tailored to reflect the current status of education in those provinces. In the Coast Province (CP), the project works with AKF projects and other partners on strengthening a whole-school strategy that creates a lower primary school learning environment in which parents support, children enjoy, and teachers facilitate a quality education for all who attend. In the NEP, the project seeks to

identify and address the unique educational needs of pastoralist communities in the province. This is done through action research, limited scope piloting, and enhancement of existing education priorities.

EMACK implements activities through partnerships with the Government departments/units and NGOs/CBOs/CSOs designed to through primary access and retention rates.

1. Increasing community and parental involvement and participation in all aspects of school life;
2. Improving coordination and dialogue among stakeholders that contribute to and inform community, district, and provincial education plans;
3. Improving pre-school resources and teachers' capacities so that children entering primary school are better prepared academically and socially;
4. Improving the teaching and learning environment in crowded primary schools to provide higher quality education; and
5. Improving the well-being of vulnerable children so that they can take advantage of existing educational opportunities.

IV. TECHNICAL ACTIVITIES DURING REPORTING PERIOD

COAST PROVINCE

In Coast Province (CP), EMACK's goal is to strengthen a whole-school strategy to create a lower primary school learning environment in which parents support, children enjoy, and teachers facilitate a quality education for all who attend.

SUB-OBJECTIVE 1: DEVELOP COMMUNITY CAPACITY TO SUPPORT EFFECTIVE EDUCATIONAL PROGRAMMING FOR THE TARGET POPULATION.

Key activities undertaken to ensure that community capacity is developed include training School Management Committees (SMCs), holding community awareness meetings and creating Child-to-Child (CTC) programmes. A total of 62 SMC members were trained during the quarter on leadership and the essentials of school management by KENSIP and MRC. Follow-up and onsite visits were made to SMC that had previously been trained by CRSP and MRC. CRSP and MRC organized two study tours for to exemplary ECD centers. Twelve small grants (CRSP=5, MRC=3, DICECE Mombasa=4) were awarded to provide furniture, renovate classrooms and build toilets. KENSIP held a CTC open day and CRSP hosted the Universal Children's Day that drew considerable numbers of children and community members.

Community Awareness and Parental Education

With EMACK's support, KENSIP carried out CTC open days involving a total of 2,780 children (1,654 boys; 1,126 girls) from four schools (two each in Kwale and Mombasa). To define the themes for presentations, the children first formed CTC clubs which then

held discussions with local communities about the problems affecting children in school. Discussions were written up and were used to define action plans.

The children shared the report with the 943 parents and local community members (455 men; 488 women) who attended open day. The problems they identified were HIV/AIDS, health, nutrition and disability in education. The children also performed role-plays and dramas to strengthen the messages of their report.

To inform community members about the importance of early child development and the issues of children's healthy growth and development, CRSP involved ECD centres, District Officer's (DO) offices and chiefs' barazas in awareness campaigns which focused on issues such as child rights, hygiene, early learning, childhood diseases and girl child education. During the quarter, awareness sessions were organized in Kilifi and Kwale districts because of the preparations for the Universal Children's Week, which culminated in a public rally on 18th November in Bamba, Kilifi.



Picture 1: Parents from Rimara Pera centre in Kwale District during an awareness session on education issues

In addition, CRSP organized parental awareness sessions during the facilitation of one additional school development plan in Chigombero, a school in Kwale district where 50 parents' representatives were involved. School development plans are the basis of activity prioritization and implementation within the ECD centres. These plans act as guidelines for projects to be undertaken and those that need to be revised or adjusted. Therefore, this planning session was considered to be critical as this school's plans had never been formally

documented, and activities in had been carried out randomly. Consequently, the school improved its way of implementing activities and the community has already collected raw materials for their ECD classroom construction.

SMC Capacity Building

In this quarter, a total 62 SMC members (25 men; 37 women) participated in training. MRC trained 37 SMC members (13 men; 24 women) from five schools which are part of their new schools supported under EMACK funding. This training was designed to improve ECD centre management and the highlighted ways to motivate people to participate in school activities willingly and productively. The workshop focused on effective, efficient delegation of Madrassa pre-school activities, and problem-solving skills required to resolve the daily challenges of running a pre-school. The same SMCs received on-site support that created an opportunity for staff to oversee the implementation of SMC resolutions and participate in meetings and guide the management process so that schools run smoothly and community development proceeds.

Through KENSIP, 25 newly-elected SMC members (12 men; 13 women) from 13 schools continued their training begun the previous quarter for chairpersons and ECD parent representatives in the SMC. Training involved two SMC members per school and focused on key challenges in financial management and its importance to primary school management and governance, the role of the SMC in supporting head teachers in financial accountability, support of the head teacher in prioritizing the use of school grants and recording grant transactions. The new SMCs are expected to support head teachers and those who had been trained the previous quarter.

For EMACK to ensure that newly-acquired skills are used and that schools are better managed, MRC provided support to eight of their graduated schools¹ previously identified as poor performers or as having conflicts that lowered standards. During the support, the schools therefore dealt with challenges of low enrolment, lack of current records and inadequate learning materials. At a similar MRC-supported programme, 100 SMC members (55 men; 45 women) from 21 graduated schools went through a SWOT analysis where each SMC reached consensus and agreed to enhance effective implementation in their day-to-day activities and the normal running their respective schools and communities. A study tour was organized for 45 members (20 men; 25 women) from 26 schools to two community-based organizations -- Mtongwe Community Initiative and Tiwi Community-Based Organization (TICOBABO) – that are engaged in income-generating activities. The tour was considered to be critical for enhancing SMC ability to maintain and/or sustain quality in ECD graduate schools, engaging in viable income-generating activities, loan schemes and mobilizing communities to enhance savings and start up small-scale businesses to supplement household incomes as a way of sustaining community ECD programmes.

CRSP made follow-up visits to 12 schools where SMC training was previously conducted. The visits were an effective forum for addressing strengths, challenges and gaps that exist in ECD programs. The visits also ensured that the previously developed action plans were implemented. All 12 schools had the following improvements: an elected SMC with the attached schools having representatives incorporated in the primary school's SMC; improved record keeping; use and display of materials; greater parent participation; higher teacher salaries paid through SMCs and regular meetings to address ECD issues. During a cross-learning event to nearby Kirumbi ECD centre, 44 parents and teachers (20 men; 24 women) from 14 schools provided had an opportunity to share lessons learned and stories of best practices for possible replication. The visit focused on the timely building of an ECD classroom overseen by the SMC and with EMACK support. Visiting parents and teachers learned better ways of purchasing materials, obtaining quotations, and employing local quality artisans.

MRC give on-site support to the 32 SMC members (21 women; 11 men) from five ECD centres during school visits to oversee the implementation of SMC resolutions and to guide

¹ A *graduated school* is one in which MRC has supported through community capacity building and teacher training for a period of two years, there is a minimum criteria that they have to pass

management process to ensure that schools are running smoothly and that community development is progressing. During the visits, staff works with SMC members to determine which issues need immediate attention and especially the use of school establishment grant. To enhance the capacity of SMC from graduate schools in project management and resource mobilization, a study tour was organized on November 10, 2005 to see the Mtongwe Community Initiative (MCI) in Likoni and Tiwi Community Based Organization (TICOB AO) in Tiwi. Twenty-six schools were invited and sent 45 representatives (25 female; 20 male).

Small Grants

EMACK provides small grants to partners so that they can improve classrooms in the hope of making teaching more effective. This quarter, 12 new grants were approved as follows: CRSP = 5, MRC = 3, and DICECE Mombasa = 4. The grants supported the purchase of classroom furniture, classroom renovation and constructions, and toilet constructions. Mkomani ECD School received a small grant to aid in its renovation. The 43 children (22 boys; 21 girls) now have a better learning environment.



Small grants awarded in Coast Province and beneficiaries

Picture 2: Mkomani ECD centre, Kilifi District
before/ after renovation

Type of Small Grant Awarded	No. of disbursed grants	Beneficiaries		
		Girls	Boys	Total
Classroom construction & renovation	45	2238	2274	4512
Classroom Furniture	11	2879	2904	5783
Playground Equipment making and renovation	5	101	102	203
Assorted	8	115	104	219
Security installations in classrooms - fitting windows & doors	1	142	148	290
Water & Sanitation facilities	2	625	659	1284
Total	72	6100	6191	12291

SUB-OBJECTIVE 2: ENHANCE THE CAPACITY OF THE MOE TO BETTER RESPOND TO THE EDUCATIONAL NEEDS OF MARGINALIZED POPULATIONS.

EMACK organized two workshops on education policy issues to deliberate on the guidelines of the Kenya Education Sector Support Programme (KESSP) document. 38 participants from the CP attended the first workshop which dwelt mainly on the School Empowerment Programme (SEP). The second workshop focussed on KESSP and its impact on EMACK and partners' work; all partners from CP and NEP attended. The MoE was represented by the DEOs, Municipal Education Officer (MEO) and the Provincial Director of Education (PDE). The workshops were meant to increase support for implementing the KESSP strategy among government officials and civil society education practitioners.

School Empowerment Program

EMACK organized a workshop for partners and education officers from Kilifi, Kwale and Mombasa on the School Empowerment Program (SEP). MOE designed this national program to combine teacher training approaches that include on-site teachers' support (via the INSET programme) and distance learning for teachers in Kenyan primary schools. SEP aims to improve pupil performance and retention in primary schools and help teachers better manage the emerging challenge by building capacity in primary schools. SEP focuses above all on improving the quality of leadership and teaching and learning in all primary schools.

Just as EMACK's adopts an integrated approach to school development, SEP focuses on a whole school initiative, seeking to mobilize and involve the school community. It addresses capacity building in the community and school; ethics and integrity; professional staff development; alternative teaching approaches; the effective use of resources; guidance and

counselling, school health and nutrition and inclusive learning. The core facilitator, Mr. James Sankale from MoE, is in charge of SEP and in-service teacher (INSET) training. EMACK COP Mr. Alex Alubisia also took the participants through the whole school development process and how to undertake a school and district education plan as contained in the KESSP document. A total of 38 people (24 men; 14 women) attended the workshop.

Participants concluded that SEP complements EMACK's work with schools and communities, and suggested that EMACK work with existing INSET structures -- TAC tutors, district trainers, and graduate Key Resource Teachers. Participants also developed an action plan on how EMACK can support schools to carry out baseline surveys. Participants developed a tentative baseline tool that will be piloted in January. This interaction demonstrated how EMACK is working to share learning with other government initiatives.

KESSP Workshop

The MOE has set out to address educational issues through a Sector Wide Approach (SWAP) to bring all stakeholders on board to make the delivery of services more effective and efficient and less redundant. The SWAP seeks to develop and secure funds for KESSP, the basis for collaboration of Government, individuals, communities, the private sector, NGOs and development partners in supporting the education sector 2005-2010. KESSP outlines how government will provide education from ECD to university level. Anyone in the education sector must be conversant with KESSP.

In December, EMACK organized a two-day workshop on KESSP for staff, partners and government officers from the CP and NEP. MOE officers from the DEO and PDE's offices -- 38 participants (27 male; 11 female) -- attended. The workshop sought to:

- Introduce the participants to the SWAP process
- Discuss KESSP investment programs
- Discuss the role of stakeholders in KESSP planning and implementation
- Identify KESSP key messages for EMACK partners
- Equip participants with skills necessary to support district action plans
- Equip participants with skills necessary to develop school plans

Dr. Wambui Gathenya, in charge of KESSP at MOE and Jedidah Mujidi, EMACK Education Specialist facilitated the workshop. Participants were asked to draw up sample action plans for their districts indicating how they will tap into KESSP to enhance education access and retention. From the developed action plans, participants were able to visualize various sources of funding to ensure that Universal Primary Education (UPE) is attained. It is hoped that each district will come up with concrete plans in the coming quarter. (See sample district plans below)

MOMBASA DISTRICT PLAN SAMPLE (excerpt)

TARGET	STRATEGIES	SCHOOL ACTIVITIES	PERFORMANCE INDICATORS	RESOURCES NEEDED	INPUTING AGENTS	TIME FRAME
Increase access	<p>Provide 6 classrooms at Kadzandani primary school.</p> <p>Provide 150 desks, 6 tables and 6 chairs</p>	<p>Community sensitization</p> <p>Equip 6 classrooms with 150 desks, 6 chairs and tables</p>	<p>Improved number of classrooms by 6</p> <p>Improved learning environment</p> <p>Improved access and retention</p>	<p>6 classrooms @ KSh 250,000 = KSh 1.5 Million</p> <p>150 desks @ 1,500 = Kshs. 225,000</p> <p>6 tables & chairs @2,200 = Kshs. 13,200</p> <p>Total =Kshs.1,738,200</p>	<p>SMCs & parents</p> <p>MEO & DEOs office</p> <p>EMACK CDF Ministry of Public Works</p>	2Yrs
Increase retention	<p>Provision of physical facilities by building classrooms in Likoni</p> <p>Rehabilitation of 5 existing classrooms</p> <p>Building 6 toilets <i>i.e.</i> 3 for boys, 2 for girls and 1 for teacher.</p> <p>Connection of water form nearby source</p> <p>Provide 100 extra desks</p> <p>Community mobilization and education (200) parents</p>	<p>Build 4classrooms rehabilitate 5 others</p> <p>Build 6 toilets</p> <p>Connect tap water</p> <p>Purchase 100 desks</p> <p>Hold 4 community meetings</p>	<p>Enrolment increased from 208 to 340 pupils after classes built and rehabilitated</p> <p>Six toilets built</p> <p>Tap water running in schools compound</p> <p>100 desks purchased of delivered</p> <p>200 parents mobilized</p>	<p>350,000x4 =1,400,000</p> <p>100,000x5=500,000</p> <p>40,000x 6=240,000</p> <p>1,500x100=150,000</p> <p>150,000x4=600,000</p>	<p>DEO</p> <p>CDF</p> <p>LATF</p> <p>CSOs</p>	1Yr

SUB-OBJECTIVE 3: SUPPORT TEACHERS TO BETTER ADDRESS THE NEEDS OF THE TARGET POPULATIONS IN THE CLASSROOM INCLUDING TEACHER TRAINING AND CURRICULUM DEVELOPMENT.

After the introduction of Free Primary Education (FPE) in Kenya in 2003, primary enrollments soared by an estimated 1.3 million. Many out-of-school pupils of various age groups came back to school in droves, straining teachers, equipment, and schools. Few school administrators or teachers were prepared for this change.

EMACK, through partnership with MoE and KENSIP, has piloted two modules on handling large classes -- the Over-Enrolled School Initiative (OESI) and Cooperative Learning strategy, training 145 teachers and 30 teachers in the respective methodologies. MRC continued with its centre-based training of ECD teachers for 12 teachers this quarter. DICECE organized three refresher courses for 90 teachers who had not received in-service training for more than five years; and held an ECD short course session for 60 teachers. MRC organized training in Kilifi District for 46 people.

Over-Enrolled Schools Initiative

The EMACK–MoE Over-Enrolled Schools Initiative (OESI) aims to develop teachers' skills in handling large primary classes and to improve the quality of learning during a one-week residential training programme. MoE officers trained in a Training of Trainers (TOT) course facilitated by an EMACK consultant in March 2005 give the course.

Sixty-five teachers (40 female, 25 male) trained in April 2005 from Kisauni division of Mombasa had two sharing workshops. They listed what was working for them in their schools as they tried out strategies to cope with the large classes. (See Table 1).

Table 1: Teacher's selected responses on OESI

What have you tried?	<ul style="list-style-type: none"> • Shifting method: first student shift comes in at 8 am and is released at 10.30 am. Teacher teaches 4 subjects – Kiswahili, Maths, English and social studies. • Grouping pupils by mixed ability • Group marking • Material production from locally available/purchased material.
What's working?	<ul style="list-style-type: none"> • Shifting system: has helped improve class management • Shorter timetable: key subjects + one other subject i.e. social studies are taught. • Group marking: most pupils now get their work marked. This was not the case previously. • Marking register: pupils' group leaders have clear attendance records. • Improved production of teaching aids from locally available material.
What are your challenges?	<ul style="list-style-type: none"> • Grouping: lack of furniture • Over-aged pupils • Some parents have not embraced shift method because they were not sensitized by the SMC. • Lack of physical facilities for ECD. • Shift system is strenuous for teacher • After their shift, children are idle but do not all want to go back home early.
What are the solutions to the challenges?	<ul style="list-style-type: none"> • Parents need to be sensitized to contribute to purchase of desks. • Over-aged pupils need guidance and counseling to be motivated to participate in class work. • ECD feeding program scheduled for 2006

Following the successful implementation of the initiative during the second and third quarter in Kisauni Division of Mombasa District, EMACK considered spreading the initiative to other parts of Mombasa municipality. Likoni and Changamwe divisions have high enrollment rates and a benchmarking exercise was carried out in November involving classroom observations, teacher and head teacher interviews which helped identify training needs.

A total of 145 teachers (35 men; 110 women) from 18 schools in Changamwe and Likoni divisions attended the residential in-service training during school holidays (4-10th December, 2005). They were trained in classroom management skills; child-centered teaching methodologies; teaching and learning materials development and their improvisation; effective questioning techniques for monitoring and evaluation. The objectives are to:

- Increase pupil participation and learning in large classes

- Improve the management of large classes
- Develop low-cost / no-cost teaching and learning materials for ECD and classes 1- 4
- Learn about child rights and the need to provide effective education to all children

To increase the chances that schools adopt the new techniques, parents and SMCs must support them. The OESI always invites SMC members to these trainings to learn how they can effectively manage the challenges brought of large classes. During the December session, 10 SMC chairpersons from the 18 schools in Likoni and Changanwe divisions were also trained and are expected to train other members during parents' meetings.

Monitoring the implementation of the new ideas will begin when schools open in January 2006. The workshop facilitators will attend SMC and parents' meetings and, together with the school administration, explain likely changes to parents. This will be followed by classroom observations, interviews and case studies to determine which ideas have been most effectively implemented and help teachers in trying them out.

Two sharing workshops; the first one at each division and the second one jointly both Likoni and Changanwe divisions, will allow teachers to share their experiences and learn best practices from one another. After the second workshop, certificates will be awarded as motivation to all teachers who successfully complete the course.

Mentor and Support Teachers in Cooperative Learning Strategies

KENSIP trained 30 ECD and lower primary school teachers (from 8 of the 19 pilot schools) to include cooperative learning strategies in their lesson plans and schemes of work to promote child-centered pedagogy. These teachers were supported in group work and collaborative learning, subject skills, participation of boys and girls, reflective practice, classroom talk, material production and improvisation and investigational/practical skills (See Table 2).

Table 2: Mentoring and Support in cooperative learning

SUBJECT AREA	TEACHERS TRAINED
Group work and collaborative learning	4
Subject skills	3
Participation of girls and boys	6
Reflective and classroom talk	7
Investigational / practical skills	4
Material production and improvisation	2
Participation of boys and girls	4
Total	30

Teaching styles observed in schools after training showed improvement according to KENSIP project officers: three of the four teachers mentored in group work and collaborative learning had lesson plans that incorporated group work. During a visit in early October, boy dominance was evident in two of the six classes despite the fact that

teachers had been mentored on the equal participation of boys and girls. The monitor pointed out the gender bias and saw, during a visit in mid-November, that the situation had been corrected, and teachers were observed fielding questions to all pupils. On material production and improvisation, monitors observed that only one of the two mentored teachers was making use of locally available resources; the other teacher had a weakness of shaping letters evenly on the teaching aids and was given print script handwriting aids.

Case Study: Over-enrolled Schools Initiative

OESI was initiated with DICECE Mombasa and the Mombasa Municipal Education office to develop innovative teaching methods and processes to help teachers cope with large and multi-graded classes resulting from FPE in January 2003. The training emphasizes improving teachers' skills, developing training resources, and providing low-cost/no-cost materials. All stake holders must help support its implementation for this to be successful.

OESI has been implemented in 30 schools in Mombasa, with a particular focus on having effective teaching and learning in over-enrolled/ large classes at the lower primary school level. Teachers, school heads, school management committees (SMCs), and parents are trained on various roles that relate to improving children's participation in class work

Primary schools like Mtopanga, Bamburi, Kiembeni Estate, Kiembeni Baptist and Kadzandani (Mombasa District) whose teachers have been trained have reported a dramatic improvement in their attitudes and in parents' involvement in the schools. They have tried out various innovations like the mini-shift system, grouping pupils, and modified routines that make it easier to have more effective and quality learning than before. This initiative has motivated teachers, school head teachers and parents who are now working together to improve the quality of education in their schools. Pupils are excited and are more eager to come to class. Equally excited are the Ministry of Education officials who have sent visiting teams from Nairobi to observe this local initiative.

The Municipal Education officer in Mombasa urges the trained teachers to implement the methodology as it seems to be the most effective strategy for coping with large class sizes. He insists that teachers who have successfully implemented it be taken to all workshops to tell their success stories.

Train and Support Teachers through a Centre-based program

Many CP community ECD centers have untrained teachers who lack the pedagogical skills required to handle young children. To upgrade their skills, various agencies are offering in-service training to them. MRC has been training and supporting ECD teachers in the schools they support through the centre-based program to which untrained ECD teachers come two afternoons a week for training on teaching pedagogy, followed by classroom observation and support by their trainers.

After the centre-based training, teachers are given in-class support to implement what they are taught. This quarter, 11 classroom visits were made and teachers were supported on classroom practice, learning environment, record keeping and team-teaching. MRC trainers noted that the 12 teachers (all female) had improved their record writing, integrating

Islamic teachings, adding appropriate resources to the learning areas and maintaining a consistent daily routine but needed more support in planning children's activities and labeling/arranging classrooms. Trainers plan for this in the coming quarter.

MRC also organized a one-week teacher training on Family Care Practices facilitated by MOH Kwale in collaboration with UNICEF covering: introduction to key family care practices; care for girls and women; birth and death registration; psycho-social care; conceptual framework for early childhood development; water and sanitation; food hygiene and preparation; child protection (rights), infant and young child feeding; immunization, growth monitoring, and promotion and action planning. The teachers were divided into two groups which attended training on 7-11th November and 28th November-2nd December 2005, respectively. Objectives were to:

- Improve quality care for ECD pupils
- Improve home care and care-seeking behaviors.
- Accelerate prevention and improve management
- Build capacity for ECD teachers on adequate use of data

Participants were taken through the steps of drawing up an action plan and developed their district plans for Kilifi, Kwale and Mombasa. The key problems identified were:

- In Kilifi, there was low immunization coverage and children above one year of age do not attend growth-monitoring sessions
- In Kwale, there were many cases of late birth and death registrations
- In Mombasa, schools have poor environmental hygiene

DICECE has two modes of training ECD teachers. The first is a two-year program during school holidays for teachers who have passed their secondary school exams. As few ECD teachers have the required grades for this training (many have only a primary school certificate) DICECE holds a short, five-week course on effective teaching methodologies and positive attitudes on handling or taking care of children (resulting in higher enrollment and retention rates).

The Kilifi DICECE organized a short course in December of three weeks from 4th-24th December 2005. Sixty (60) teachers attended this training which is expected to improve teaching quality and reach 3,129 children. Kilifi DICECE will make a follow up of the teachers in January 2006 as they implement the course work. A second phase of training is scheduled for two weeks in January 2006. Key Topics covered in the five-week course include:

- Pre-school activities
- Communications skills
- Health, nutrition and care
- Child development
- Materials Development
- Thematic integrated approach: This method is especially suitable for pre-school pupils who learn more easily when learning is connected and continuous. An entire school day follows a single theme and all subjects are connected to it. For example, when the theme is THE MARKET, the teacher may tell a story about the market (Language), show fruits found in the market that children group, sort and

count (Mathematics), children may taste the fruit (Science) and model or draw the fruit (Creative activities). At the end of the day, children could sing a song about the market (Music). Themes change depending on needs and environmental factors

Refresher Courses for Long-serving ECD Teachers

Kwale DICECE, in collaboration with EMACK, offered three refresher courses for long-serving ECD teachers who have had no training during the last 5-10 years. The 90 female teachers came from three clusters in Kwale District -- Diani (24-28th October), Shimba Hills (30th October to 4th November) and Mwaligulu (28th November to 2nd November). They were introduced to teaching methodology, cross-cutting interventions in health and nutrition and child protection. The course also served as a forum for the facilitators to enrich their skills by sharing and examining theory in light of the real experiences.

Transition Training

To make it easy for young children to make transition from home to the pre-school/ECD centre and from pre-school to lower primary school, MRC has been training teachers and parents. In June 2005, a two-day workshop was organized at Kizurini Primary School for seventeen schools from two divisions of Kilifi District (Kaloleni and Samburu Division) were represented. Zonal education officers made the first round of follow-up visits between 15th September-4th October 2005. On 11th October, a sharing meeting was held to discuss the lessons learnt and the way forward, after which a one-day sharing meeting was held with 46 participants (35 women; 11 men).on 17th November 2005 at Kizurini School along with participants in the June transition workshop to share their experiences on the transition activities, the challenges and to outline possible recommendations. Participants shared their experiences as follows:

1. Exchange visits: Pre-school pupils visited primary schools and at Mazeras primary school, lower primary pupils visited the pre-school. All pupils were able to have common activities during the visits.
2. Pre-schools and lower primary schools shared curriculum and play materials
3. Outcomes of sensitization activities targeting SMC members on issues of transition
4. Results of sharing knowledge between teachers who attended the transition workshop and their colleagues and school authorities
5. Sharing duties between pre-school and primary school teachers

SUB-OBJECTIVE 4: MAXIMIZE PROJECT IMPACT BY SHARING LESSONS LEARNED, OPPORTUNITIES FOR REPLICATION AND IMPROVING THE CAPACITY OF PARTNER PERSONNEL.

EMACK coordinated two partner meetings to foster sharing and learning about the mid-term evaluation and how to improve PMP reporting. COPDEC organized two child-focused events -- Universal Children's Day (approximately 3000 children) and the Coast Children Council meeting with 76 representatives (35 male; 41 female) from five districts. EMACK also sponsored a meeting of stakeholders on ECD in Nairobi, organized and managed by COPDEC for leading ECD NGOs in Kenya.

Educational Advocacy and Linkages

Through COPDEC, EMACK supported Universal Children's Day in Bamba Division, Kwale district on 18th November 2005 where over 3,000 children from various areas in Kwale, as well as parents, educators and key community figures attended. The function was the culmination of community-based activities held throughout the week focused on raising awareness on child rights, child health, pupil retention, and the serious implications of widespread dropout. Communities were invited to reflect on steps that can be taken at the village level to ensure the well-being and healthy development of their children. This included very basic sanitation procedures such as draining water to keep away mosquitoes, slashing long grass and bushes around homesteads and observing regular child inoculations.

Building on the previous year's *A World Fit for Children*, this year's Coast Province theme was *Through Children's Voices*, demonstrated in song, dance, drama, puppetry and speeches. A boy and girl from Kilifi and Mwareni Primary Schools respectively spoke courageously on children's rights and challenges faced by young people in their communities. The young girl confidently communicated her concerns about early marriage, the widespread inability to pay school fees, and school retention levels. She also appreciated the opportunity she had, as a girl, to freely voice her opinions before such a crowd, which inspired her to strive for more advocacy for the rights of other girls of school-going age. The key government officials, District Officials and Chiefs present praised the celebrations for bringing communities together around children's issues. The local area administrator expressed appreciation for giving children an opportunity to build on their talents and to speak out. Most importantly, the administrator appreciated the rare chance for parents and policy makers to be involved in such a unique forum.

In December 2005, a COPDEC representative held a series of meetings in Nairobi with stakeholders in the ECD sector, to share ideas and strengthening the network. A meeting held with the Kenya Community Development Trust Fund (KCDF), provided a suitable opportunity to share information of the trust's ECD survey carried out in Mwingi, Malindi, Garissa and Thika District, and possible linkages to a nation-wide ECD network hosted by the Trust. Further discussions were held with a national education network called Elimu Yetu Coalition (EYC). Participants discussed strengthening ECD and general educational matters in the CP, and noted that the EYC programmes were weakening and that advocacy needed to be strengthened. The possibility of linking COPDEC with PREPARED, a Mombasa based NGO that currently hosts EYC activities in the CP, was explored to give advocacy greater prominence. Additional linkages were explored with ANPPCAN, with whom COPDEC has a working relationship. COPDEC obtained copies of the popular version of the Children's Act for the Coast Children's Council launched last quarter (2004). COPDEC representatives also attended the strategic planning meeting for TARNET, another EMACK-supported educational network for pastoralist communities in NEP with similar concerns. Opportunities for further linkages with TARNET were explored and lessons on strengthening partner networks and fundraising efforts were given.

The Coast Children's Council now comprises 76 children (35 boys and 41 girls) drawn from five districts (Taita Taveta, Kwale, Kilifi, Mombasa and Lamu). This reflects an

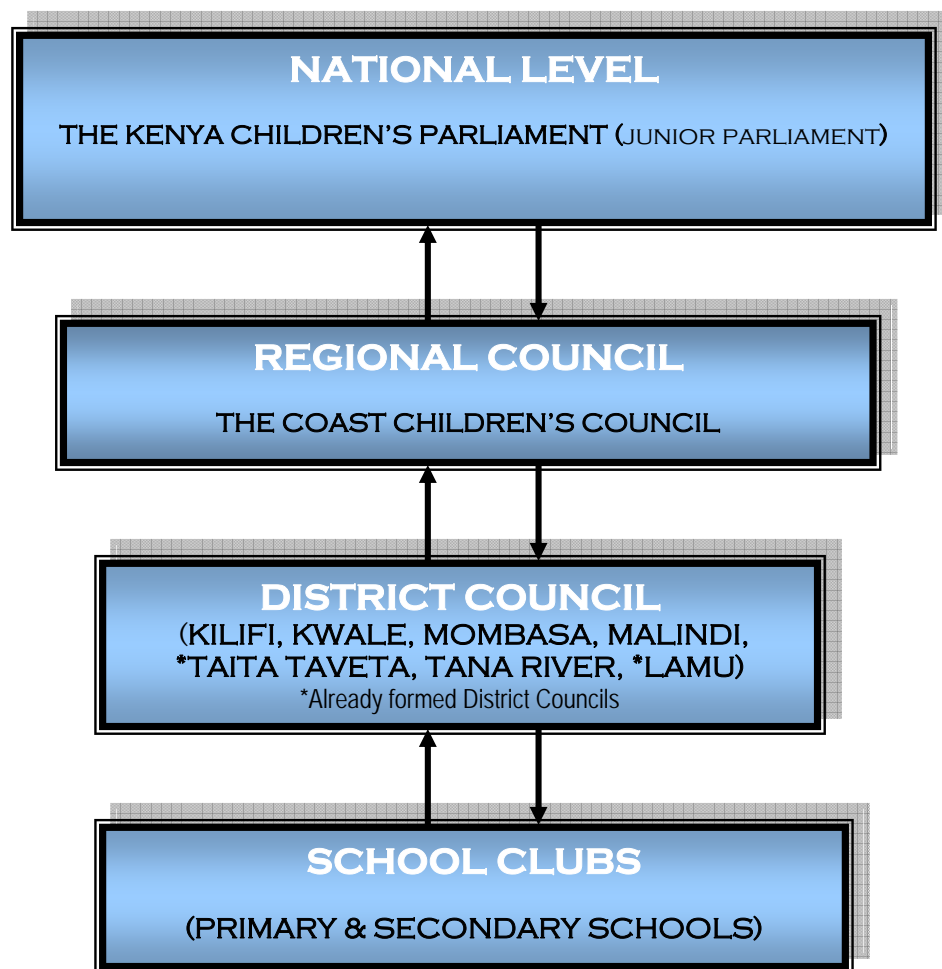
expansion of districts represented from the founding three, Mombasa, Kwale, Kilifi, to the two new districts of Taita Taveta and Lamu.

The latter two districts have already formed children's councils. During this forum, a structure for district councils was set up, and Mombasa, Kilifi, and Kwale were encouraged to form individual district councils. This was seen as a good start to establishing the necessary hierarchy leading into the Children's Parliament.



Picture 3: Children participate in the Coast Children's Council meeting

Hierarchy of Children's Councils



The lowest level councils are at the school level, modeled on Plan International's school-based clubs called the *Msingi Bora* Clubs. These are considered to be the most sustainable of the councils as they are integrated within the normal school club system like debating clubs, law clubs, etc. District Councils, modeled on World Vision's District Junior Parliaments, will feed into Provincial Councils that contribute to the National Government's Provincial Administration, headed by a junior governor. Thus, a National Children's Council will be formed by making the Kenya Children's Parliament more representative.

In addition, the Day of Broadcasting for Children was celebrated during the second session of the Coast Children's Council. This event was covered by major local and

national media, including Nation Television, Nation Newspapers, The Standard Newspapers, Kenya Television Network, The Kenya News Agency, The Kenya Broadcasting Corporation, Alliance Media, and Baraka FM. The Daily Nation gave significant coverage to the education of marginalized children in Lamu and Tana River Districts. The EMACK team and other children's advocates viewed this coverage as an important advocacy avenue for marginalized children's rights to participation in education.

Partner Coordination and Capacity Building Efforts

EMACK coordinated two partner meetings; one in November 2005 on the Mid-term Evaluation (MTE) exercise from the final report submitted in October 2005. The meeting made it clear that partner activities need to focus more on ensuring and tracking increased access and retention of children in schools supported by EMACK. The second meeting, in December 2005, focused on sharing information from a USAID meeting on EMACK's Performance Monitoring Plan (PMP) and the innovative use of small grants supported by EMACK. PMP components were highlighted and the need for clearly defined performance indicators emphasized to ensure the relevance of EMACK's work. Regular opportunities to update PMP components were appreciated by the participants to ensure realistic outcomes.

SUB OBJECTIVE 5: INCREASE THE CHANCES FOR SUCCESS IN SCHOOL FOR VULNERABLE CHILDREN.

Several categories of vulnerable children live in the marginalized communities where EMACK works: orphans, girls, working children and those with special learning needs because of physical and mental handicaps. Through its partners, EMACK tries to ensure access for every child to quality education by providing suitable interventions.

KENSIP organized a one-day workshop on special needs education (SNE) for 19 SMC members (7 female/12 male) and 16 head teachers (10 women/6 men) from Mombasa schools on the need to cater for SNE in their schools. Similarly, APDK held phase two of teacher training on disability issues for 35 teachers (18 men/17 women) from four special needs schools and 19 mainstream schools and held workshops on how to handle children with disabilities in boarding facilities for one house father and 10 housemothers from two special needs schools and three mainstream schools. KENSIP followed up on the impact of current and past training and verified that teachers trained on handling children with disabilities have now passed trained other teachers.

In EMACK target areas, many children attend school on an empty stomach. Consequently, MRC has continued to work with 15 pre-schools in Mombasa to provide a day-time meal under its School Feeding Program (SFP). MRC provides a weekly ration of flour and sugar to prepare a mid-day porridge meal. CRSP has confirmed through routine documentation of its field experiences that sustainable feeding programmes would alleviate student drop-out rates substantially, ease transition from pre-school to Class 1 and encourage children not yet reached by the system to start attending school –

the conclusion of a pilot feeding programme in 10 schools. Following this implementation, parents are now more involved in school activities (providing water, firewood, cleaning) and related activities in the school plans (e.g. building rubbish pits in Mafufuni and Nzovuni dish racks in Mafufuni).

Workshops on Children with Special Learning Needs

Children with special needs are often isolated and miss out on chances in public schools because of cultural perceptions. The Kenyan education system has tried to incorporate the concept of inclusive education but has faced numerous challenges -- negative attitudes, lack of trained SNE teachers. EMACK, through its partners, has been organizing workshops to educate parents and teachers about children with special needs.

KENSIP organized a one-day workshop for 19 (7 women/12 men) SMC members and 16 head teachers (10 women/6 men) on learning needs of vulnerable children in Mombasa. The facilitators came from Ziwani School for the deaf. At the end of the workshop, participants were able to: identify children with special needs, demonstrate understanding of the need to accept children with special needs in schools, identify and name different types of special needs and come up with an action plan to support various types of vulnerability in children. In their action plans they agreed to identify children in their communities with special needs, open files for them, determine where there are teachers who have been trained in inclusive education and lobby for appropriately qualified teachers from the MOE.

APDK has also been training teachers in public schools on how to work with disabled children and on promoting tolerance for them in school. This quarter they held two-day training workshops for 110 teachers (44 men/66 women) in Kilifi, Kwale, Malindi and Mombasa. APDK conducted follow-up visits with all the trained teachers and found that they had conducted tolerance sessions with their pupils. The APDK also trains the housemothers/fathers care for children in boarding facilities of special needs schools.

Competent housemothers in boarding facilities in special needs schools and caretakers in day facilities play a crucial role in creating a home-like, caring environment. They are trained in: child rights, challenges faced by children with special needs, communicating effectively with children with special needs, the proper use and care of crutches and other mobility devices used by children with disabilities and creating a comfortable physical and social environment in the dormitory. Thirty-three housemothers and five housefathers were trained in the four districts during this reporting period to address the gaps in providing quality care to students with disabilities under their care.

Implementation and Monitoring the School Feeding Programme

To better cater to marginalized children who may be missing school for want of food, EMACK through its partners has started a pilot School Feeding Program (SFP) in 25 pre-schools. MRC has 15 pre-schools in Mombasa that receive a weekly ration of flour and sugar to prepare a mid-day porridge meal for the children. Teachers are expected to complete and submit their feeding programme income and expenditure records to the

MRC to track sustainability. Parental involvement in meal preparation has been commendable although a few parents shift their responsibilities. Children are now involved in serving the porridge and distributing cups.

CRSP has implemented SFPs in 10 pre-schools during this quarter. Parents are now more involved in school activities (e.g. providing water, firewood, cleaning) and more committed in implementing other related activities in the school plans (e.g. construction of rubbish pits in Mafufuni and Nzovuni, and dish racks in Mafufuni). School attendance has also remarkably improved in most of these pre-schools: in Kirumbi, enrolments went from 111 in October to 129 in December 2005.

School Feeding Programmes. Successful SFPs have management capability, a strong sense of programme ownership and effective use of both their own resources (labour, cooking equipment, food stocks, firewood) and those of the State. On this last point, the SMCs that understand government plans (e.g. KESSP) have always had a much better chance of claiming entitlements – i.e. food rations from the national School Feeding Programme. Children of the most marginalized families, like those whose ‘bread winner’ is disabled or very old, have the least chance of benefiting from SFP arrangements: destitute families are least likely to contribute labour, food stuffs or firewood to the SFP. EMACK needs to expand its work on this issue at various levels. At community level, enhance the management capacity of SMCs and PTAs; next, facilitate their access to information regarding key aspects of KESSP by producing and distributing popular versions of KESSP. District interventions focus on but are not limited to participating in the district planning processes to ensure that the food needs of children generally and those of marginalized families in particular, are prioritized and funded by the District Education Boards and the Constituency Development Funds Committees. At the national level, lobby the government, the MoE in particular (through the advocacy initiatives of COPDEC and TARNET) to increase capitation grants to marginalized districts of Kenya so that every child receives a day-time meal.

NORTH EASTERN PROVINCE

In the North Eastern Province (NEP), EMACK seeks to identify and address the unique educational needs of the pastoralist communities.

SUB-OBJECTIVE 1: INCREASE COMMUNITY AND PARENTAL PARTICIPATION IN ALL ASPECTS OF SCHOOL LIFE.

This quarter, EMACK, through its partners in NEP, engaged in various activities to enhance community and parent participation in children's education on the importance of taking children to school and of providing quality services at ECD centres. This was spearheaded by WOKIKE, which trained 221 parents. The Pastoralist Girls Initiative (PGI) educated 230 parents on girls' retention in school by removing cultural barriers and supporting them in the maturation process. On transition issues, the Pastoralist Development Organization (PDO) provided training for an unspecified number of parents.

Community Education

To strengthen the role of communities in developing their schools and increasing access and retention for the majority of the children in NEP, EMACK supported local communities in recruiting their own resource people to help mobilize, plan and actually develop their schools. Twenty-two community resource people (CRPs) (14 men/8 women) were recruited (one for each of 22 villages in Garissa and Wajir Districts). Training was subsequently organized for the group on participatory rural appraisal (PRA) and general community development methods, focusing on community entry processes, situational analyses, engaging the community in identifying needs and subsequent planning for implementation. After a week of training, the CRPs have formulated their work plans and initiated community mappings and dialogue with key stakeholders.

The CRPs have now been deployed and some exciting progress has already been reported, particularly from Jambelle. The CRP has already submitted their report on the progress of the previous months with a specific focus on the transition to ECD and lower primary.

WOKIKE organized a community education meeting at College ECD centre involving 43 parents, SMC members and local leaders (28 men/15 women) focused on increasing enrolments, managing the SFP to be provided by the DEO and improving teaching conditions. The newly-elected SMC members proposed to engage in a door-to-door campaign in the villages to ensure sustained and increased enrolments at the centre (currently 172 children - 80 boys/ 92 girls). .

At Iftin ECD centre, 37 parents (12 men/25 women) were involved in improving the school environment providing child friendly tables, chairs and refurbishing classrooms in

another community participation effort. During the same event, a tree-planting ceremony was conducted to mark Kenyatta Day, celebrating Kenya's first president.

At Alfatah ECD, 63 participants (38 men/25 women) met and emphasized proper use of sanitation facilities for boys and girls as this was reported to hinder school access and retention. Because of cultural practices, girls shy away from using latrines, opting to go home and staying home. Parents were urged to encourage their children, especially girls, to use the two pit latrines constructed with EMACK support. Centre enrolment is currently 77 children (42 boys/25 girls), and is set to grow through door- to-door campaigns.

Bulla Mzuri village (a settlement for pastoralists who have lost their herds to drought, and are commonly called drop-outs) is one of the four EMACK-targeted communities. EMACK funds will be used to set up an ECD facility through WOKIKE. In the meantime, funds released this quarter were directed to three other ECD centres, leading the community to believe that funds meant for them were being misappropriated. A meeting involving 57 participants (35 men/22 women) was held to allay these fears. Hence, Bulla Mzuri is set to receive funds in the coming quarter to build two ECD classrooms that are expected to enroll 150 children. This situation demonstrated the need for continued dialogue and communication with communities, and timely disbursement of funds.

In addition, through DICECE, WOKIKE trained 21 participants (14 men/7 women) from seven centres on effective school management roles and responsibilities to encourage greater support to ECD centers by SMCs.

Through PDO, EMACK also supported informal community meetings to emphasize the importance of supporting the transition from community/home to ECD/to primary schools. All five ECD centres supported by PDO were visited and in the process, one centre (Al Emij ECD) was temporarily located from its settlement to a place near the River Tana because of the drought. The relocation did not affect the ECD programs as parents had been well mobilized and had set up makeshift structures so that normal learning could resume quickly. As a result of this awareness-raising work, more children are expected to enroll in these ECD programs.

Support for Girl's Education

Cultural practices and attitudes often inhibit girls' access to quality basic education in NEP. To counter this, WCK trained 100 parents (11 men/89 women) in Garissa about the dangers of early marriage, FGM and child labour with an emphasis on increased participation of the girl child in education. In a similar bid to enhance community participation and encourage girl-child education, WCK trained 200 parents (61 men and 139 women) on holistic development of the child and parenting specifically emphasizing child rights, child development, the role of parents in children's education and ECD management. Four rural schools serving mainly semi-pastoralist families benefited, and as a result, village-level mothers' forums were established. The forums will launch

outreach programs targeting other parents who have not yet been trained. Four such forums are already functional and ECD management has improved; most mothers support school feeding programs and other efforts.

In four schools in the central division of Garissa, PGI trained 200 mothers on managing the Growing-up Process (GUP) through the Mother-to-Child (MTC) Program. The training focused on strengthening mothers' involvement in schools to enhance an effective partnership between the mother, the teacher and the girl-child to improve access, retention, transition and completion. EMACK expects this initiative to help increase retention and completion rates for girls by introducing strategies to overcome the most common barriers -- lack of community support, appropriate materials and facilities catering to the girl child.

The MTC Program will also reinforce the school-based Girls' Forum initiatives previously established in 10 schools in the central division of Garissa to build girls confidence to cope with the challenges of maturation. To further enhance sustainable community-based support structures for the GUP, PGI trained 30 (11 men/19 women) community members, opinion leaders and religious leaders from Garissa central division. The training focused on child abuse and child rights, the stages of girl-child maturation, sanitation and disease prevention, and the roles of parents and religious leaders in girl-child education.

SUB-OBJECTIVE 2: IMPROVE COORDINATION AND DIALOGUE THAT CONTRIBUTES TO AND INFORMS DISTRICT, PROVINCIAL AND NATIONAL EDUCATION PLANS AND POLICIES.

EMACK helped to organize a number of policy advocacy activities during the last quarter. Five ECD centres were promoted by the District Education Board (DEB) to feeder-school status which will better serve pupils who otherwise walk long distances to primary school. TARNET participated in the Kenya Pastoralists' Week and its theme of the *Mobile Education Campaign* was adapted. TARNET held a strategic planning exercise to chart its future plans. Finally, EMACK consulted with the DEO about reviving the Garissa Special School: enrolment rose from eight to 23 pupils.

DEB elevates ECD centers to feeder schools

This quarter, the results of policy dialogue on critical education issues affecting local communities and ECD centers within Garissa were considerable.

EMACK NEP initiated discussions with the DEO's office on the future of ECD centres that have long existed but do not graduate children to the next level. EMACK NEP further advised community leaders and elders from the affected centers to advocate for the elevation of ECD centres -- Daley, Warable, Saretho, Alango Arba and Jambale, all of which are situated in various divisions of Garissa district and serving pastoralist drop-out children. For more than three years, parents in these areas have kept children at the ECD centres, instead of moving them to primary schools because the nearest primary schools are between 20-45 km. away, which is too far for 6-10 year olds

to walk to and from daily. Lack of boarding facilities in most primary schools has further aggravated the situation. Except for a few determined parents who have managed to take their children to far off boarding schools, the majority continues to send children to ECDs believing that one day they will get a primary education there.

These hopes became reality when the DEO Garissa presented these 6 ECD centres to the District Education Board (DEB) for upgrading to feeder schools. These community ECD centres will soon also host lower primary Grades 1–4. In early December 2005, they were officially granted feeder school status so they can now get teachers and a head teacher from the Teachers Service Commission (TSC) and access FPE funds for instruction and maintenance.

TARNET in the regional and national limelight

TARNET is a network of Civil Society Organization (CSO) working on education in North Eastern Province of Kenya. The DEOs, PDE, Unicef representative and Arid Lands Programme (of the Office of the President) are often invited to participate in its deliberations. Its objectives are to

- Review existing educational policies and practices and advocate for the formulation of policies that are more responsive to the education of pastoralists' children.
- Prepare and implement a common action plan by all education stakeholders that aims to improve education access, retention and completion rates for pastoralist children.
- Promote partner networks to enhance and share experiences, lessons and challenges while documenting and publicizing best practices.

TARNET has increased discussion and networking among CBOs, NGOs, and other agencies serving the education sector in the district. Since its creation only three months ago, TARNET's biggest achievement was the planning meeting for the Kenya Pastoralist Week (KPW) held at Garissa. Network members created Kenya Pastoralist Week 2005 with regional and national events adopting the *Mobile Education Campaign* as its theme. TARNET's leadership meant that the regional event for NEP was held at Garissa with representation from Wajir and Ijara districts, and as a result, more organizations from the latter districts joined the network. TARNET presented a memorandum to the Provincial Commissioner (PC) (the highest government policy maker in NEP) through the Provincial Director of Education's (PDE) office, which highlighted the urgency of addressing the education needs of pastoralist communities and the possibility of increasing the Government of Kenya's (GOK) funding and deployment of teachers for such an initiative. The PC assured TARNET officials that their concerns would be communicated to the government.

TARNET sent a delegation of 36 men and women from Wajir, Garissa and Ijara districts to the KPW national event, including members of TARNET, the Mayor of Garissa Municipality, a SUPKEM member and four community representatives from each

district. This event was organized by Center for Minority Rights and Development (CEMIRIDE) from 30th November and 2nd December 2005 at Toona Tree Restaurant in Nairobi.

During the event, the NEP team exhibited the mobile school by practically showing an integrated Islamic *Dugsi* and school learning session in progress. Ten children (6 boys and 4 girls) took part in this activity with the Quranic teacher and a teacher from the mainstream primary school teaching in shifts. A traditional, collapsible Somali hut (*Herio*) was erected and 2 transport camels grazed nearby giving those unfamiliar with the traditional pastoralists' lifestyle an opportunity to understand mobile families. Participants were shown how the hut and the household items, including learning materials, are packed on the camel's back when it was time to shift to other areas in search of pasture and water. When the family finally settles, the hut is re-assembled and learning continues. Some members of Parliament who watched the event vowed to support the *Mobile Education Campaign*.

Pastoralists, friends and supporters of the mobile education campaign signed a petition to the President of Kenya on a giant banner, pushing for greater funding for mobile education, teacher training and recruitment and curriculum development. It also pushed for the establishment of a Pastoralist Development Commission. A procession organized by CEMIRIDE, TARNET and Womankind carried the banner to the Permanent Secretary of the Ministry of Education's office at Jogoo House in Nairobi. Other well-wishers included approximately 500 pastoralists (180 men, 300 women, 20 children) who took part in the march. Hibo Yussuf, a 13-year old girl from Tetu Primary School presented a memorandum on behalf of the pastoralists to the Deputy Permanent Secretary at MOE, Mr Mohamed Saleh who assured the pastoralist communities that their concerns were being addressed in the KESSP document and that mobile education for pastoralist communities was a top priority for the Ministry.

The KPW culminated in a gala night at which members of Parliament and the leader of the official opposition participated. Traditional song and dance from the various pastoralist communities such as the Somali dances 'Saar' and 'Thisow' kicked off the campaigns to create awareness on the concerns of pastoralist communities and enlist private sector support for existing initiatives. *A video documentary on TARNET's participation in the KPW will soon be released.*

TARNET has made substantial progress in developing a strategic plan after a successful key stakeholder's review workshop in Ukunda, South Coast in mid-December 2005, and a program officer will soon be recruited to head the secretariat.

Dissemination of KESSP kicks off

Garissa District had a head start over most other districts in Kenya in engaging with KESSP and disseminating its key messages to education stakeholders in the district. This was as a result of training by the MoE (at national level) and by EMACK in Mombasa for the PDE (NEP), DEO (Garissa), DICECE officials, Adult Education Officer and

members of TARNET. This training demystified the policy document also helped to define the role of CSOs and development partners in its implementation. The training was facilitated by Dr. W. Gathenya, a senior official with MOE and the national Coordinator of KESSP dissemination and implementation together with Ms. Jedidah Mujidi, EMACK Education Specialist. The sessions made EMACK NEP partners understand KESSP and its policy implications, and they now understand why all education programs being implemented through EMACK funding must operate within the KESSP framework. Through this consultative process, EMACK has also reiterated its commitment to operate within the KESSP framework.

Universal Children's Week 2005 celebrated- Theme: Peace for Children

Celebrations at the Garissa Mama Hani Children's Home for the Physically Disabled attracted 40 children (18 boys, 22 girls) from diverse education backgrounds (in-school, out-of-school and those residing in children's homes). Guest of honor, Abdi Sheikh, the Provincial Children Officer (PCO), presided over a tree planting and later, in a speech, reiterated the need for peace at home, at school, and for all children. An open forum allowed children to discuss various issues on violence against children, HIV/AIDS, education, health and girl-child education, among other topics. Local leaders including the Garissa Municipality Mayor, Councilors, CDF chairpersons and heads of local NGOs participated in the forum. The event was coordinated by PGI.

Revival of Garissa Special School for the handicapped

The EMACK COP visited Garissa Special School for the Mentally Handicapped during one of his familiarization visits and found that of eight children, three girls were blind. The school principal was the only teacher cum administrator. The facility was generally under-utilized given that many mentally retarded children were languishing in special homes.

EMACK immediately took up this clear case of marginalization of disabled children with DEO's office: follow-up meetings led to the posting of two teachers trained in special needs to the institution, one for the mentally retarded and the other for the blind girls. The Educational Assessment and Resource Services (EARS) unit was further instructed to mobilize parents of children with special needs to enroll them in this school.

The school now enrolls 21 special needs children (14 boys and 7 girls) who are learning. The dilapidated school needs renovation, however, and EMACK NEP intends to support its renovation under the small grant program. To further increase enrolment, EARS will conduct community education and mobilization within the district and use the Community Resource Persons (CRP) to identify community needs and do mapping exercises.

SUB-OBJECTIVE 3: ENHANCE PROVINCIAL AND DISTRICT EDUCATION PRIORITIES AT THE ECD AND LOWER PRIMARY LEVEL THROUGH HUMAN RESOURCE CAPACITY BUILDING AND SMALL SCALE INFRASTRUCTURE IMPROVEMENT.

During this quarter, EMACK intensified capacity building programs tailored to the needs of the teachers, partners and policy makers. DICECE and WOKIKE conducted SMC training that involved 42 and 21 participants respectively. In addition, PGI conducted teacher training workshops for 40 participants. In collaboration with EARS, EMACK also facilitated the training of 30 teachers on SNE.

SMC Training

As part of institutionalizing the whole school development concept, DICECE Garissa trained 42 SMC members (33 men and 9 women) from 12 primary schools in the central division. The four-day training focused on improving school management, school development planning, resource mobilization and community participation in school matters. 21 SMC members (14 men/7 women) from seven ECD centers supported by WOKIKE were also trained. DICECE and EMACK will assess how well the skills and knowledge are being used in a follow-up program.

Small-Scale Infrastructural Improvement

One new grant was awarded to PDO and completed during the quarter (see photo of Jambale ECD centre) while refurbishment work was undertaken in four WOKIKE managed schools. Please note that the grants are not awarded through SMCs, they are managed directly by the school and respective partner organization (i.e. PDO and WOKIKE in this case) with support from EMACK.

Table 3: Cumulative status of small grants awarded to schools in NEP & the beneficiaries

Type of Small Grant Awarded	No. of grants	Beneficiaries		
		Girls	Boys	Total
Classroom construction & renovation	3	421	232	653
Classroom Furniture	2	333	170	503
Water & Sanitation facilities	7	154	112	266
TOTAL	12	908	514	1,422

Picture 4: Jambale ECD centre before and after the classroom construction. 70 children (49 boys/ 21 girls) are presently benefiting from the classrooms.



SNE Teacher's Training

The EARS unit trained 30 teachers (15 men/15 women) from 20 lower primary and 10 ECD centres in the Galbed Zone of Garissa on Special Needs Education (SNE). Participants learned about the attitudes and skills required to respond to mild special needs cases; for complicated cases, teachers would refer a child to EARS for further diagnosis and placement advice. Trained teachers have initiated school-based advisory and counseling services to parents and teachers (yet to be trained on SNE). The EARS unit, which coordinates the programme, has served significant numbers of children with special needs referred to them for review and placement. As an outreach measure, EARS has planned to establish cluster-based teacher forums to ensure common planning and facilitate the exchange of experiences by teachers exposed to training and handling children with special needs. To ensure sustained support, the EARS team and EMACK will coordinate the monitoring and evaluation of this activity.

PGI organized a two-day training for 40 (24 men/16 women) participants, among them ECD teachers and primary school head teachers and teachers from 15 schools. They learned how to address and manage the challenges of Growing Up and Sexual Maturation (GUSM) at school level by passing appropriate, timely information to girls on maturation. Participants were urged to be sensitive to the location, construction and use of sanitary facilities for girls. Head teachers, mainly from the central division schools, were also encouraged to support girls' forums in their schools.

SUB-OBJECTIVE 4: ADDRESS THE UNIQUE EDUCATION NEEDS OF PASTORALIST CHILDREN BY EXPLORING FLEXIBLE AND POTENTIALLY LONG TERM APPROACHES TO PROVIDE RELEVANT EDUCATIONAL OPPORTUNITIES TO PASTORALIST COMMUNITIES.

The drought and subsequent famine created real challenges for mobile schools as herders are forced to go far from their families in search of water and pasture.

Drought Challenges to Mobile Schools

The mobile schools initiative implemented by NOHA has experienced hardships and will continue to so long as the looming drought and famine continue to ravage people in this region. As per the EMACK's last quarterly report, the three mobile schools were in session: Rer-Rebai village - 28 children (17 boys and 11 girls), Rer-Garunley village - 25 children (16 boys and 9 girls) and Rer-Horror village-23 children (15 boys and 8 girls). Only Rer-Rebai village with 32 children (21 boys and 11 girls) and Rer-Garunley village with 25 children (16 boys and 9 girls) have withstood the drought and continue to operate. Unfortunately, Rer-Horror school was suspended in November 2005 when the Village Committee decided to temporarily suspend learning after significant losses of livestock. The community disintegrated and separated their remaining herd and migrated to distant locations in neighboring districts in search of pasture and water. The school is expected to resume when the situation improves. The Meteorological Department in Kenya predicts continued drought through March 2006, and there is fear that the two remaining mobile villages will also fold, leading to the temporary suspension of the program.

Despite the effects of the drought, EMACK NEP Project Manager and Education Specialist visited the DC and DEO of Wajir district with the NOHA Program Director, Mr Abdullahi Hersi who gave the mobile school program a needed boost. Policy makers in Wajir district embraced the initiative and approved its implementation and operation within Abakore location of Wajir. However, the uncertainty caused by the drought meant that planned induction and capacity building programs for Village Committee members were postponed until next quarter.

The policy implications of the situation mainly relate to:

- Range land/pasture management in arid/semi arid lands of Kenya; a critical review of the (livestock) carrying capacity of fragile range lands and the establishment of locally relevant conflict resolution committees.
- developing quick response strategies to deal with future drought, particularly when famines start;
- the development of sustainable water sources and/or alternative ways of providing water to arid lands, like water bowsers in strategic parts of the region to assist schools.
- The role of government and development partners in addressing the above.

Most of these interventions are outside the current scope of EMACK. The project is currently examining (with the help of a consultant) the best mix of modalities for providing basic education to nomadic/pastoralist communities. The consultant will pay particular attention to what works with respect to mobile schools and boarding schools

STATISTICAL SUMMARY: Table 1

SCHOOL TYPE	# OF SCHOOLS	# PUPILS BEG. TERM 3		# PUPILS END TERM 3		# DROPOUT		% DROPOUT		TOTAL % DROPOUT
		B	G	B	G	B	G	B	G	
PRIMARY	52	13,493	7,779	12,711	6,720	791	1,059	5.86	13.6	32.9
LOW-COST BOARDING	8	-	-	1,104	114	-	-	-	-	-
PRE-PRIMARY	51	3,986	2,574	3,689	2,662	297	103	7.45	4.0	49.04
SUB TOTALS	111	17,479	10,353	17,504	9,496	1,088	1,162	13.31	17.6	81.94
TOTAL	111	27,832		27,000		2,250		13.31	17.6	81.94

STATISTICAL SUMMARY: Table 2

SCHOOL TYPE	# OF SCHOOLS	# PUPILS BEG. TERM 3		TOTAL	# PUPILS END TERM 3		TOTAL	OVERALL DROPOUT		TOTAL	ENROLED BETWEEN START & END OF TERM		TOTAL
		B	G		B	G		B	G		B	G	
PRIMARY	52	13,493	7,779	21,272	12,711	6,720	19,431	791	1,059	1,850	449	190	639
LOW-COST BOARDING	8	-	-	-	1,104	114	1,218	-	-	-	-	-	-
PRE-PRIMARY	51	3,986	2,574	6,560	3,689	2,662	6,351	297	103	400	157	135	292
TOTAL	111	17,479	10,353	27,832	17,504	9,496	27,000	1,088	1,162	2,250	606	325	931

SUB-OBJECTIVE 5: IMPROVE THE STATUS AND WELL-BEING OF VULNERABLE CHILDREN SO THAT THEY CAN TAKE ADVANTAGE OF EXISTING EDUCATIONAL OPPORTUNITIES.

The vulnerable children targeted here are girls, disabled, orphans and out-of-school school-aged children. The PGI organized two workshops to address the needs of girls: the first on role models where 20 career women from the NEP gave a talk to primary school girls and the second on data collection on vulnerable children in four ECD centres that it supports.

Constraints of Orphanages

During field visits, EMACK discovered the pathetic state of the Al Farouq children's home facilities, which serve as an integrated learning institution with both a secular and religious program. Decreased school enrolment and the girls' orphan program had been phased out as a result of financial constraints. The boys' facility is more vulnerable and might close. Al Najah Children's Home is in a similar state. These visits gave a clear picture of what goes on children's homes where support has been constrained. So far, three teachers (1 male and 2 women) were trained last quarter and the home received mats and teaching/learning materials. Other areas for EMACK support will be explored next quarter.

Support for Girls' Education

PGI engaged in various programs to improve education opportunities for girls. The Role Model Program was rolled out with 20 women from national, district and Community levels volunteering to join. Notable personalities include Dr. Khadijah, Superintendent, Garissa Provincial Hospital, Hubbie Director, Womankind Kenya, Zeinab Ahmed, Project Coordinator, UNICEF and Maryan Sheikh of the National Museums of Kenya. The role models visited Sambul and Kazuko Primary schools in Garissa central and mingled freely and held discussions with the Girl's Forums, giving hints on how to improve performance and realize personal dreams and aspirations. Each role model recounted her educational background and professional experiences to build confidence among the girls.

USAID Mission Director, Mr. Stephen Haykin visited NEP, and had a chance to interact with pupils from Tetu Primary School Girls' Forum. They presented to him with an inexpensive, reusable hand-made sanitary napkin and appealed for more support for girls' educational needs, to which EMACK has responded positively. Mr. Haykin expressed his appreciation for the efforts, stating that uniforms should not be mandatory for Orphans and Vulnerable Children (OVC) especially given Free Primary Education (FPE).

ECD Data Collection

PDO carried out a data collection exercise in four of the five ECD centres where they work (Jambale, Guyo, Abaqdera and Warable) to establish the number of children benefiting from EMACK: 286 (149 boys and 137 girls) aged 3–13 of whom 17 have lost one or both parents. Of these, 28 have special needs -- hearing or sight impairment, physical or mental disability or multiple disabilities (6, 3, 3, 11 and 5 respectively). The statistics will also be useful for better targeting planned programs for OVC in the ECD centres through the EARS unit at the DEO's office, and for accelerated schooling programs for over-age children once they reach primary level. A total of 156 children between 3-6 years are in ECD; 130 children of primary school-age (7-13) in these target ECD centres, the only educational option for children in the pastoralist/ pastoralist-dropout settlement centres.

V. MANAGEMENT ISSUES

Upgraded technology leads to greater efficiency

EMACK has equipped three partners -- PGI, the DICECE/Mombasa and Garissa with computers and printers which has eased their work as they can produce reports much faster.

Human resources

EMACK hired a new Director of Finance and Administration. Anthony Njuguna came on board in December to replace Andrew Mwatha. He is a most welcome addition to the team and his presence is already having a positive impact on EMACK operations.

Horizontal Integration/Internal Communication

A second session on teambuilding in December 2005 brought together EMACK's CP and NEP staff. This has led to greater teamwork and a better understanding of the program work in the two areas.

VI. CHALLENGES AND LESSONS

CHALLENGES

Signals of the impending drought were there for all to see as early as July 2005 (a situation reported on by EMACK in its second quarterly report.) The situation rapidly deteriorated into a severe famine by October 2005. Expected short rains of October to December failed to materialize thus dealing a blow to the economic base of the pastoralist in NEP and small scale farmers on the Coast. Thousands of livestock have died and the remaining stocks are weak and have no market value (selling for as low as KSh 500.00 (US\$ 6) per head compared to the usual Ksh. 11,000 (US\$140) per head). The famine is still biting and 28 lives have been lost so far mainly children, the elderly, and women from three districts of NEP: Garissa – 7; Wajir – 6 and Mandera – 15. The prevalent drought has also led to human-wildlife conflict. In Danyere location of Dujis Constituency in Garissa, platoons of baboons clashed with hunger-stricken villagers during a relief food distribution exercise, inflicting fatal injuries on two children². Children are being withdrawn from schools and entire villages are migrating to unknown destinations in search of pasture and water.

The drought is expected to continue through March 2006. The worsened situation is bound to affect the gains made by EMACK and her partners. While the peasant farmers and pastoralist families were the most affected, the effects are equally felt as more families have migrated and settled in the outskirts of urban centers looking for alternative sources for food. More children risk dropping out of school. Emergency interventions addressing both out-of-school and in-school children need to be put in place. EMACK has to assess the roles it can play to alleviate the suffering of these children.

² *Daily Nation*, Wednesday, 21 December 2005

The prevailing drought had the most significant impact on project performance, adversely affecting the livelihoods of a majority of households in the districts where EMACK works including teachers. Many children stayed away from school, SMCs were severely constrained, local government officials were diverted to respond to the situation. (A special report will be submitted separately by 31st January. Please find elsewhere in this report, a summary of the impact of the drought on school enrolments in Garissa District).

Implementation was also slowed during the Holy Month of Ramadan observed by the majority of project staff and beneficiaries who began their 30 days fast in October 2005, joining Muslims all over the world as they dedicate themselves to prayers, fasting and charity work. This led to a general slow down in program activities at the CP and NEP as most project coordinators and beneficiaries are Muslim. Many community education and capacity building programs were delayed and rescheduled to late November. Most planned activities had been implemented by the time the project was closing for Christmas break

The national constitution review referendum in which Kenyans were to vote for the draft constitution also consumed considerable time and energy. This country was divided into government supporters and opposition sympathizers. A number of CSOs and CBOs who are champions of civil rights diverted their attention to the campaign. EMACK's work on community sensitization and education was considerably slowed as a result of the political turmoil resulting from the November 21st 2005 rejection of the draft constitution.

Schools were in their third and last term of the year, a period marked by the crucial Kenya Certificate for Primary Education (KCPE) examinations for standard eight pupils. This affected some program work as much effort during November is spent preparing pupils for the examinations and all activities scheduled for exam week had to be cancelled. The EMIS initiative was also delayed as most teachers were unavailable to support data collection exercise.

In the first week of December, schools recessed for Christmas holidays which considerably slowed especially school-based activities. Furthermore, most partner staff took their annual leave from mid-December which slowed program implementation progress.

The absence of reliable Internet/E-mail service providers in the NEP continues to hamper effective and timely communication with the Coast programmes. Since its inception, the NEP programme has only had access to internet services for up to a maximum of two hours per day. Having explored all possible alternatives, EMACK eventually installed an ADSL facility provided by TELCOM – Kenya. The facility has increased access to Internet for the project to at least six hours a day. The more durable alternative is a VSAT. ISPs are, however, reluctant to install it due to a limited clientele and the expense. It would cost EMACK upwards of \$30,000 to install it. Most of the time, the NEP programme has to send bulky documents (Grant Application Requests and so forth) by courier service.

For the most part, however, the project continued to implement activities with great success. Some difficulties were encountered in the quarter, which prevented the timely implementation of all planned activities. The major obstacle to meeting proposed targets was delays caused in large part by exceptional events and circumstances beyond the control of the project.

LESSONS LEARNT

1. The drought which has led to the disintegration of villages and closure of schools provided further evidence that the holistic approach (advocated by AKF amongst other key education stakeholders) to developing pastoralist education is the best way to provide consistent educational access to children in the region. EMACK must network with relevant stakeholders to address issues related to water development, health, environment, gender and other cross-cutting issues that are very crucial to the success of mobile education.
2. The Kenya Pastoralist Week gave pastoralists from the rest of the country a chance to share experience. Through this, it was realized that the school feeding programs (SFP) is a major factor contributing to better attendance for pastoralist children. However there is need to extend the same support to unattached ECD centers. The pilot SFPs shows that this is definitely a key determinant of school access and retention.
3. Through continued parental and community education and sensitization activities, the community can examine some of the cultural beliefs and norms which keep girls from participating completely in education. Silent issues affecting girl-child education can be brought to light and addressed through participatory approaches. As it is, community discussions on taboo issues like Female Genital Mutilation (FGM) do not attract all parents.
4. Parents and communities involved in initiating ECD centers and schools can appreciate the impact of the project and own it. They contribute towards its success by sensitizing other members of the community on the significance of education for children, leading to higher enrolments and even providing for teachers' salary (an average of Ksh 100/- is paid per child per month) It is important therefore to continue enhancing community ownership.
5. There is gender imbalance in community participation especially in NEP where more women attending the meetings. Men must be brought into community meetings. One solution is that forums be held separately for women and men with women facilitators handling women's meetings and the men facilitating men's meetings, in keeping with Islamic tradition.
6. In many ECD centers, community sensitization on the significance of ECD as the molding stage for children had led to increased enrolment surpassing the available

space. Chairs and tables, which had not initially been planned for, are now needed. Since the government has allocated considerable resources for this aspect of ECD as part of the KESSP strategy, EMACK will mobilize local communities and education NGOs in the areas where it operates to place demands on government for resources, rather than intervene directly.

7. The In-service training under Over Enrolled Schools Initiative (OESI) has proved popular with many teachers as they are exposed to new teaching styles and learn new skills. NGOs working in education should stimulate policy dialogue with government officials, teachers' unions and development partners on how to conduct regular in-service training for teachers through structured public debates.
8. The five-week short course training for ECD teachers by the Kilifi, Kwale and Mombasa DICECE continued to attract many applicants who use it as preparation for the two-year course.